

Gooseberry Green Pre school

Hogarth Primary School, Riseway, Brentwood, Essex, CM15 8BG

Inspection date	28/02/2013
Previous inspection date	24/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff provide a good variety of interesting and stimulating activities, indoors and outside to promote children's progress in all areas of learning.
- There are warm and caring relationships between children and all staff, particularly key persons. Children's behaviour is good and they are well settled and secure.
- Staff have a good awareness of their responsibility for safeguarding and check that the resources and premises are suitable and safe.
- Staff establish positive and trusting relationships with parents. A two-way flow of communication supports children's welfare and learning and development.

It is not yet outstanding because

- There is scope to extend the range of multicultural resources in the role play area that reflect a range of cultures to promote children's understanding of the world.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction.
 - The inspector and manager undertook a joint observation of a teaching activity.
 - The inspector talked with available staff and, parents and held discussions with the manager.
- The inspector examined documentation including a representative sample of
- children's records, self-evaluation documentation, display materials and staff suitability records.

Inspector

Clair Stockings

Full Report

Information about the setting

Gooseberry Green Pre-School registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a classroom of a local primary school in Brentwood, Essex. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs six members of staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday from 8.45am until 11.45am, during term time only. Afternoon sessions are available from 12.30pm to 3.30pm Monday to Thursday. Children attend for a variety of sessions. There are currently 47 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the range of resources in the role play area with materials reflecting children's family lives and communities; include resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The pre-school provides a rich and vibrant learning environment where children happily enjoy a stimulating programme of activities. Children clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. They demonstrate a positive approach to learning, supported by the cheerful interactions of the staff caring for them. Attentive staff play alongside the children offering gentle support and encouragement. They extend children's learning through careful questioning, while giving them the space to explore and develop their own ideas.

Children participate in activities both indoors and outside and these include a good mix of adult-led and child-initiated play. They play outside on a daily basis and the outdoor area promotes children's skills and confidence. Children have access to a wide variety of physical play equipment and this includes wheeled toys, logs and balls. There are plenty of places for them to run around, hide and explore. Here, staff support children to safely take risks and explore through play with learning extended through playful teaching. The indoor environment is effectively organised, allowing children to access a developmentally

appropriate range of toys and resources covering all areas of learning. However, there are fewer multicultural resources in the role play area to fully reflect diversity to help children learn about similarities and differences between themselves and others.

Information gathered by the key person provides a good base for establishing children's starting points in their learning. This enables staff to plan for individual children's progress from their earliest days in the pre-school. As a result, children settle quickly because staff understand their needs well and meet them consistently. Learning journals that include photographs and observations and achievable next steps in learning are in place for all children. These highlight the good progress that all children are making. Staff have daily discussions with parents to provide them with informative feedback about their children's daily activities, learning and progress. They encourage parents to share their comments about their child's learning at home and to contribute comments to their child's learning journal. This approach is successful in engaging parents in their children's education.

Children successfully develop their spoken language as staff interact sensitively with the children at their level, asking meaningful open questions to skilfully challenge and extend their learning. Younger children join in action songs, smiling and copying staff. Older children are confident speakers. Staff show children how to pronounce some words by responding and repeating what they say in the correct way. They listen intently to what children say and do, ensuring children feel valued and boosting their self-esteem and confidence. Staff effectively encourage children's development in early literacy as children are eager to share books with them. They enjoy snuggling up together to share a favourite book, establishing children's interest in reading for pleasure and purpose. Children use different tools for making marks to practise early writing skills. Children are motivated to learn, interested and engaged in activities. All children receive strong support to develop good attitudes and skills to learn effectively. Staff skilfully give young children the space and time to explore what they are interested in so that, when older, they concentrate and persevere in their learning. Consequently, children are gaining skills which help prepare them for school.

The contribution of the early years provision to the well-being of children

The very effective key person system supports children to feel valued and promotes a sense of belonging. Caring staff warmly welcome the children and their families. Their move from the home into the pre-school is managed well through the effective settling-in process. As a result, all children form close bonds and secure emotional attachments to staff, confidently seeking them out for reassurance when needed. Children concentrate and persevere on their freely chosen activities as well as those led by adults. They respond well to the clear boundaries set for them. Children learn about the needs and feelings of others through sharing, taking turns and helping others. They hear gentle reminders to say 'please' and 'thank you'. Older ones are particularly well mannered and their behaviour is good, as the staff share consistent expectations and set a good example themselves. Children willingly take on responsibility, for example, tidying away equipment before moving indoors.

Staff promote children's awareness of developing a healthy lifestyle effectively through the

provision of healthy snacks and through regular indoor and outdoor physical play opportunities. Outdoor play is incorporated into the daily routine so all children spend time enjoying the fresh air. Staff gently guide and support children's understanding of maintaining their own personal care, such as hand washing before eating. Children receive time and encouragement to complete a self-chosen task, such as trying to put on their own coat as they go outdoors. As a result, children develop independence in hygiene and managing their personal care. Staff promote children's safety well and children adhere to the pre-school's rules, such as moving carefully around the furniture. All children take part in regular fire drills so they gain a good awareness of keeping themselves safe. These measures mean children enjoy their pre-school experiences and have some emerging skills to underpin their eventual move to school.

The effectiveness of the leadership and management of the early years provision

The provider has a good understanding of the safeguarding and welfare requirements. Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures check staff suitability to work with children. In addition, induction procedures support their developing knowledge of the setting's policies and procedures. Staff understand their responsibilities to provide safe play environments for children. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The manager and her team demonstrate a good knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children. This includes those learning English as an additional language or who have a special educational need, when these children are on roll. They monitor the levels of planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. The manager monitors staff performance through appraisals, and informally through observation and working alongside the staff. Staff are supported to attend some relevant courses and gain additional qualifications. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children. The manager and staff team demonstrate a commitment to the continual development of the whole provision and are beginning to identify priorities for improvement.

Partnerships with parents and carers are a clear strength of the pre-school. Words such as 'brilliant' are used by parents and carers to describe the care and support the pre-school provides to children and their families. Parents are happy with the information provided about their child and provide regular feedback to staff, both verbal and written. Staff promote good links with other early years providers, which further aids children's progress and development. Information sharing is effective and this eases the move to other settings or to school for the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY355238
Local authority	Essex
Inspection number	904495
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	47
Name of provider	Gooseberry Green Pre-School
Date of previous inspection	24/03/2011
Telephone number	01277 236 737

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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